

# Level 6.0 - 8.9

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- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.01 Sustain a consistent point of view throughout a multiple paragraph text.
- MATERIALS:** Stage directions for a pantomime, board and Point of View Worksheet
- PROCEDURE:**
1. Call two students to the front of the class. Present each with a set of stage directions reading:  
*Face the class and touch your nose with your right thumb. Sit down.*
  2. Explain that we are going to learn about writing from different points of view. Ask if anyone knows what that means. Give the example of looking out the window and seeing the teenage girl from next door getting out of a police car.  
One thing happened, but people saw it in different ways and would tell the story differently.  
You: "Dora got in trouble, and she was brought home by the cops."  
Dora: "I got hit by a car. I wasn't hurt, but the police brought me home."  
Dora's Mom: "Oh, my gosh! My little girl is in trouble!"  
Policeman: "This girl seems upset. I'll help by taking her home."
  3. Now, ask your two performer students to do what their stage directions tell them to do.
  4. Ask one of the student performers to describe what he or she did.  
Write what is said on the board.  
*I faced the class, touched my nose with my thumb and sat down.*
  5. Ask the other performing student to describe what both did in front of the room. Write what is said on the board.  
*We faced the class, touched our noses with our thumbs and sat down.*
  6. Ask a member of the class to describe what one of the performing students did. Write what is said on the board.  
*He or she faced the class, touched his or her nose with his or her thumb and sat down.*
  7. Ask another student to describe what both performers did.  
*They faced the class, touched their noses with their thumbs and sat down.*

*Continued*

8. Above the four sentences on the board, write **Point of View** and ask the students to tell you what is different in the four sentences. (The pronouns used.) Go on to discuss which pronoun is used:
  - when you are writing as yourself or about yourself (I)
  - when you are writing to someone (you)
  - when you are writing about someone (he, she, they)
  - when you are writing as a member of a group (we)
  
9. Point out that once a writer decides which of these ways he or she will write, he or she must stick with it or things get very confusing. Give this example written on the board:

**Many people say they like to work hard, but when a job is hard, you sometimes get upset.**

Ask the students to decide if the writer is writing about himself, to someone else, or just about others. (about others) Let the students tell you which pronoun in the sentence is in error (you) and how the error can be corrected.
  
10. Distribute the Point of View Worksheet and work with the students on the first sentence as practice.
  
11. Allow the students time to complete the rest of the worksheet.
  
12. Pair the students to compare their answers. Be available to moderate any disputed answers.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## POINT OF VIEW

**Reminder: If you are writing....**

- As yourself
- To someone
- About someone
- As a member of a group

**Use**

I  
you  
he, she, or they  
we

**Directions:** Revise the following sentences to correct changes in point of view. The sentences can be revised several different ways. If the sentence is correct, write *correct*.

1. I like to read forecasts of the future, but you have to wonder if any of them are true.
2. When a person is treated with respect at work, you feel better about your work.
3. This morning I could not find my keys, so I left the back door unlocked when I left.
4. When one looks for a loan, you find who has the best rate.
5. When the customer calls, the receptionist will tell you the right extension.
6. I often go to the movies when you need to relax.

**ANSWER KEY:**

## POINT OF VIEW

Reminder: If you are writing....	Use
• As yourself	I
• To someone	you
• About someone	he, she, or they
• As a member of a group	we

**Directions:** Revise the following sentences to correct changes in point of view. The sentences can be revised several different ways. If the sentence is correct, write *correct*.

1. I like to read forecasts of the future, but you have to wonder if any of them are true.

*I like to read forecasts of the future, but I have to wonder if any of them are true.*

2. When a person is treated with respect at work, you feel better about your work.

*When a person is treated with respect at work, he or she feels better about his or her work.*

3. This morning I could not find my keys, so I left the back door unlocked when I left.

*correct*

4. When one looks for a loan, you find who has the best rate.

*When you look for a loan, you find who has the best rate.*

5. When the customer calls, the receptionist will tell you the right extension.

*When the customer calls, the receptionist will tell him or her the right extension.*

6. I often go to the movies when you need to relax.

*I often go to the movies when I need to relax.*

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.02 Develop appropriate tense use throughout a multiple paragraph text.
- MATERIALS:** File cards, board, and Choose Your Tense Worksheet
- PROCEDURE:**
1. Prepare about 25 cards with verb forms of varying tenses, such as:  
walked  
will be coming  
bake  
crossed  
shall see
  2. Review the terms *past*, *present*, and *future* by distributing the cards among the students and asking them to read and identify the tense of the verb on the cards they hold.
  3. Write the following sentence on the board:  
Carol works at the theater where she took tickets and will be helping to sell popcorn.
  4. Let the students discuss what seems confusing about that sentence. Lead them to the conclusion that consistent tenses of verbs are required for understandable writing. Ask the students to correct the sentence by re-writing it. Possible rewrites include:
    - *Carol worked at the theater where she took tickets and helped sell popcorn.*
    - *Carol works at the theater where she takes tickets and helps sell popcorn.*
    - *Carol will be working at the theater where she will take tickets and help sell popcorn.*
  5. Provide students with the Choose Your Tense Worksheet in which they are to supply consistent verbs, choosing either past, present, or future.
  6. After each individual has completed the worksheet, group together those who have chosen the same tense, and allow them to compare answers and discuss discrepancies. Be available to offer assistance.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## CHOOSE YOUR TENSE

**Directions:** Fill in the verbs in the following essay. You can choose to write present, past, or future tense verbs. But, be consistent. For extra points, add a sentence or two of your own at the end.

Visiting a nursing home for the first time \_\_\_\_\_ a frightening experience. I \_\_\_\_\_ no idea what to expect. But this \_\_\_\_\_ a school assignment and my grade \_\_\_\_\_ on it.

The first thing I \_\_\_\_\_ to sign in on the visitor's register. I sort of \_\_\_\_\_ like I \_\_\_\_\_ in a jail. But I \_\_\_\_\_ the lady at the desk to direct me to the Activity Coordinator. Once I \_\_\_\_\_ Amy, my attitude \_\_\_\_\_.

Amy \_\_\_\_\_ at me and \_\_\_\_\_ me feel welcome. She \_\_\_\_\_ me to several people in the activity room. They \_\_\_\_\_ in wheelchairs, but they \_\_\_\_\_ happy to meet me. I \_\_\_\_\_ them my name, and Amy \_\_\_\_\_ me questions about myself. Before long, the residents \_\_\_\_\_ too. I \_\_\_\_\_ that one lady \_\_\_\_\_ to play checkers and another \_\_\_\_\_ all about movies.

I \_\_\_\_\_ to the nursing home and \_\_\_\_\_ these older people my friends. My fear of this experience \_\_\_\_\_ over.

**ANSWER KEY:****VARIOUS ANSWERS****CHOOSE YOUR TENSE**

**Directions:** Fill in the verbs in the following essay. You can choose to write present, past, or future tense verbs. But, be consistent. For extra points, add a sentence or two of your own at the end.

Visiting a nursing home for the first time \_\_\_\_\_ was \_\_\_\_\_ a frightening experience. I \_\_\_\_\_ had \_\_\_\_\_ no idea what to expect. But this \_\_\_\_\_ was \_\_\_\_\_ a school assignment and my grade \_\_\_\_\_ counted \_\_\_\_\_ on it.

The first thing I \_\_\_\_\_ did was \_\_\_\_\_ to sign in on the visitor's register. I sort of \_\_\_\_\_ felt \_\_\_\_\_ like I \_\_\_\_\_ was \_\_\_\_\_ in a jail. But I \_\_\_\_\_ asked \_\_\_\_\_ the lady at the desk to direct me to the Activity Coordinator. Once I \_\_\_\_\_ found \_\_\_\_\_ Amy, my attitude \_\_\_\_\_ changed \_\_\_\_\_.

Amy \_\_\_\_\_ smiled \_\_\_\_\_ at me and \_\_\_\_\_ made \_\_\_\_\_ me feel welcome. She \_\_\_\_\_ introduced \_\_\_\_\_ me to several people in the activity room. They \_\_\_\_\_ were \_\_\_\_\_ in wheelchairs, but they \_\_\_\_\_ seemed \_\_\_\_\_ happy to meet me. I \_\_\_\_\_ told \_\_\_\_\_ them my name, and Amy \_\_\_\_\_ asked \_\_\_\_\_ me questions about myself. Before long, the residents \_\_\_\_\_ did \_\_\_\_\_ too. I \_\_\_\_\_ realized \_\_\_\_\_ that one lady \_\_\_\_\_ loved \_\_\_\_\_ to play checkers and another \_\_\_\_\_ knew \_\_\_\_\_ all about movies.

I \_\_\_\_\_ went \_\_\_\_\_ to the nursing home and \_\_\_\_\_ considered \_\_\_\_\_ these older people my friends. My fear of this experience \_\_\_\_\_ was \_\_\_\_\_ over.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.03 Create paragraph divisions in an extended text and mark them through indentation.
- MATERIALS:** Paragrahing Text Worksheet, and a Text-dense magazine or book, and the board
- PROCEDURE:**
1. Display a text page of a magazine or book and ask the students to explain the reason for the indentations. Write the words *paragraph* and *indentation* on the board and make sure the concept of each is clear to the students.
  2. Develop a purpose statement for each of the terms:  
Paragraph—to divide text into subtopics to increase understanding.  
Indentation—to mark the beginning of a paragraph
  3. Divide the students into groups of three. Provide each student with a copy of the Paragrahing Text Worksheet.
  4. Direct the students to:
    - read the text on the worksheet
    - discuss logical paragraph breaks
    - draw a line completely across the page between paragraphs
    - put an arrow in the margin before words that should be indented.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## PARAGRAPHING TEXT

**Directions:** The essay below was printed without any paragraphing. Read the essay and decide where paragraph divisions should be made. Draw a line all across the page between the paragraphs and place an arrow in the margin in front of the word that should be indented.

When it comes to heart disease, eating a low-fat, low cholesterol diet is the key to staying healthy. In the past, if people were killing themselves with a poor diet they didn't know it. Today, with all the data available from medical professionals in all sorts of media, you cannot ignore that the choice of eating healthy foods or unhealthy foods is yours. The biggest problem in avoiding cholesterol is having to avoid eating fatty red meat and egg yolks. Unless eaten in very small amounts, red meat is harmful to a healthy heart. It is necessary to avoid too much meat—especially organ meats such as liver. Other meats that are high in fat should also be avoided such as bacon, ham hocks, and sausage. Poultry can be eaten in large amounts, but the skin should be removed. A large egg yolk contains about 274 milligrams of cholesterol and saturated fat. Egg whites, on the other hand are not a problem since they have protein but don't add cholesterol or saturated fat to the diet. You can often just use two egg whites in place of a whole egg. It is also important to be aware of the different types of fat. Cholesterol is a fat that is found in the human body and in animal fat. Even without eating meat, the body creates cholesterol from foods that contain saturated (solid) fats. Coconut and palm oils are sources of saturated fats. These types of fat are found in many prepared and processed foods. Avoid shortening and butter because they also have high levels of saturated fat. Eat plenty of low-fat foods. Fish is low in fat and provides protein for the diet. Beans are an excellent source of protein because they are completely free of saturated fat and cholesterol. They also provide iron, and Vitamins A and B. Fresh fruit and vegetables are another delicious choice of low-fat foods and should be a big part of your diet. One of the best things about a low-fat, low-cholesterol diet is that while helping your heart it will also regulate your weight. In addition to being fit and healthy, you will look your best. All you have to do is choose the right foods. Remember, you can't say that you didn't know.

(adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, Editor. Steck-Vaughn Company, Austin TX, 2000)

**ANSWER KEY:****PARAGRAPHING TEXT**

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The biggest problem in avoiding cholesterol is having to avoid eating fatty red meat and egg yolks. Unless eaten in very small amounts, red meat is harmful to a healthy heart. It is necessary to avoid too much meat—especially organ meats such as liver. Other meats that are high in fat should also be avoided such as bacon, ham hocks, and sausage. Poultry can be eaten in large amounts, but the skin should be removed. A large egg yolk contains about 274 milligrams of cholesterol and saturated fat. Egg whites, on the other hand are not a problem since they have protein but don't add cholesterol or saturated fat to the diet. You can often just use two egg whites in place of a whole egg.

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One of the best things about a low-fat, low-cholesterol diet is that while helping your heart it will also regulate your weight. In addition to being fit and healthy, you will look your best. All you have to do is choose the right foods. Remember, you can't say that you didn't know.

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**LEVEL:** 6.0-8.9

**STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs

**BENCHMARK:** 25.04 Write paragraphs with stated or implied topic sentences.

**MATERIALS:** Newsprint, and Paragraph Building Worksheet

- PROCEDURE:**
1. Review with the class the concept of main idea—that each essay has a main idea for the whole work and a main idea for each paragraph. The main idea of a paragraph will usually be found in a topic sentence.
  2. Practice selecting the main idea of the following concepts, each written on a separate sheet of newsprint. Discuss the best choice for each topic as a class.

**Topic:** The Case against Gun Control

- a. Owning guns is a constitutional right of all Americans.
- b. Some people want gun control, but many others don't.
- c. I am going to write about gun control.

**Topic:** Every Citizen Should Vote

- a. Voting is not a right; it is a duty of every citizen.
- b. Voting has been expanded to include almost all adults.
- c. Some people don't believe in voting.

**Topic:** Avoiding Sun Exposure

- a. Many people like to spend hot summer days outside.
- b. You don't have to stay inside to avoid the dangers of too much sun.
- c. There are all kinds of sunscreen on the market.

3. Distribute the Paragraph Building Worksheets to the students.
4. Have students pair up to compare their finished paragraphs. Discuss points of disagreement.

**Note:** This lesson and worksheet have been adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, Editor. Steck-Vaughn, Austin TX, 2000.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **PARAGRAPH BUILDING**

**Directions:** Below are sets of sentences on a topic. Identify and underline the topic sentence. Then rearrange and rewrite the supporting sentences into a paragraph with clear, logical order.

- I. Good study skills take time to develop.  
The last rule is to turn off the telephone, the TV, and the headphones.  
Next, find a quiet place where you can avoid distractions.  
First, set aside enough time to get all your assignments done.  
Make sure you have all the books and supplies you need.

***My rewrite:***

- II. If you don't eat before an interview, you might feel weak and less talkative.  
Don't let nervousness spoil your appetite.  
Your physical condition can be important to a job interview.  
Otherwise you might not be alert during the interview.  
Go to bed early the night before.

***My rewrite:***

**ANSWER KEY:**

## **PARAGRAPH BUILDING**

**Directions:** Below are sets of sentences on a topic. Identify and underline the topic sentence. Then rearrange and rewrite the supporting sentences into a paragraph with clear, logical order.

- I. Good study skills take time to develop.  
The last rule is to turn off the telephone, the TV, and the headphones.  
Next, find a quiet place where you can avoid distractions.  
First, set aside enough time to get all your assignments done.  
Make sure you have all the books and supplies you need.

***My rewrite:***

Good study skills take time to develop. Make sure you have all the books and supplies you need. First, set aside enough time to get all your assignments done. Next, find a quiet place where you can avoid distractions. The last rule is to turn off the telephone, the TV, and the headphones.

- II. If you don't eat before an interview, you might feel weak and less talkative.  
Don't let nervousness spoil your appetite.  
Your physical condition can be important to a job interview.  
Otherwise you might not be alert during the interview.  
Go to bed early the night before.

***My rewrite:***

Your physical condition can be important to a job interview. Don't let nervousness spoil your appetite. If you don't eat before an interview, you might feel weak and less talkative. Go to bed early the night before. Otherwise you might not be alert during the interview.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.05 Write paragraphs with clear connections between all sentences.
- MATERIALS:** Notebook paper, pens, board, metal pan, and metal spatula or spoon.
- PROCEDURE:**
1. Introduce the lesson as a game called “Keep It Together Gong Show.”
  2. Review the concept of a paragraph as a group of sentences related to a topic sentence.
  3. On the board, write 5 or more topic sentences such as:  
My sister is my best friend.  
Driving on the highway requires paying very close attention.  
My favorite meal is served on Thanksgiving.  
There are several ways to score in a game of basketball.  
When I shop for clothing, there are several things I look for.
  4. Direct each student to choose one of the topic sentences provided and to build a paragraph of three or four additional sentences.  
Allow about 5 minutes to complete the paragraphs.
  5. Divide the class into two teams.
  6. Present one student on team A with the pan and spatula and instruct him or her “to ring the gong” if he or she hears a person from team B read a supporting sentence that does not stick with the topic sentence of his or her paragraph. The second student reads the paragraph he or she has written. If no gong is sounded, the reader’s team gets a hatchmark on the board. If a gong is sounded, the other team receives a hatchmark provided the members of the team can convince the group that a gonged sentence is inconsistent with the topic. Continue until all people on team B have read.
  6. Present one student on team B with the pan and spatula and complete step 6 until all students on team A have read their paragraphs.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.06 Write paragraphs with transition sentences.
- MATERIALS:** A box of cake mix with all necessary ingredients, baked cupcakes, newsprint chart, and Making Transitions Worksheet.
- PROCEDURE:**
1. Prepare and display a newsprint chart giving key transition words and phrases such as:

First	On the other hand	While
Second	By	Earlier
Third	In another case	During
Then	When	After
Finally	Last	Because
Before	Soon	Meanwhile
Since	Later	As I explained
  2. Discuss how the box of mix became cupcakes and emphasize that it is not a direct change, but that there is an interim series of steps called transitions. Write *transition* on the board and define it as a way to move from one position to another. Compare it to a bridge—that without the bridge getting from one side of a river to another would be very messy, and you might lose your car. Explain that, in writing, to get from one paragraph, or even sentence, to another without transition can be equally messy, and you might lose your reader. Tell the students that there are certain words and phrases that serve as bridges of thought between sentences and paragraphs. Display the newsprint chart.
  3. Ask the students to open a content area textbook and see if they can find one of the transitions shown on the chart. Call on several students to read the preceding sentence as well as the transitional sentence. Make note that these are sometimes the first words of a new paragraph.
  4. Illustrate the concept of transitions by telling the class the steps that are followed when baking cupcakes. Use the actual ingredients as props for the speech.

*Continued*

5. Write the following cloze paragraph on the board and allow the class as a group to choose transition words for the blanks.

**Did you ever wonder how peanut butter is made? \_\_\_\_\_, the peanuts are shelled. \_\_\_\_\_ they are sorted for size and value. \_\_\_\_\_, they are roasted. \_\_\_\_\_ they are cooked, and the red outer skin is removed. \_\_\_\_\_ the nut is split and the small piece called the “heart” is taken off. The heart makes peanut butter sour. \_\_\_\_\_, the nuts are mashed. \_\_\_\_\_ the last step of mashing, workers add honey, sugar, and salt.**

6. Distribute the Making Transitions Worksheet and allow the students time to practice their skills.
7. Award a cupcake to each student as he or she turns in his or her work.

**Note:** Cloze selection and worksheet are adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, Editor. Steck-Vaughn Company, Austin, TX, 2000.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **MAKING TRANSITIONS**

Directions: Here is your chance to practice making bridges in your writing. These transitions will save your work from drowning in confusion. Follow the steps below.

1. Think of something you know how to do. Write a paragraph explaining your method to someone. It could be diapering a baby, starting a car, going grocery shopping, or shooting a basketball.
2. List all the steps, and then number them in order.
3. Write your paragraph using transition words to connect the steps.

**I know how to** \_\_\_\_\_.

**The steps are:**

**Here is my paragraph.**

**ANSWER KEY:      VARIOUS ANSWERS**

## **MAKING TRANSITIONS**

Directions: Here is your chance to practice making bridges in your writing. These transitions will save your work from drowning in confusion. Follow the steps below.

1. Think of something you know how to do. Write a paragraph explaining your method to someone. It could be diapering a baby, starting a car, going grocery shopping, or shooting a basketball.
2. List all the steps, and then number them in order.
3. Write your paragraph using transition words to connect the steps.

**I know how to** \_\_\_\_\_.

**The steps are:**

**Here is my paragraph.**

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.07 Appropriately use all forms of punctuation and capitalization.
- MATERIALS:** Newsprint, and markers
- PROCEDURE:**
1. Tape sheets of newsprint around the room.
  2. Advise students that they are going to help you create a punctuation guide.
  3. Have a student place a different punctuation mark (and spell out its name in parentheses) at the top of each sheet of newsprint: period, comma, question mark, exclamation point, colon, semi colon, apostrophe, quotation marks. You can also include hyphen (dash), parentheses, and ellipsis mark.
  4. Designate another student to write on the first chart (period) the uses for that mark. Class members contribute ideas with an example such as:  
**At the end of a declarative or imperative sentence**  
*Today is Thursday.*  
**After an abbreviation**  
**Mrs. Smith**  
**After a number or letter in a list**  
**1.**  
**2.**  
**3.**
  5. Repeat Step 4 with each mark using a different student as the scribe each time.
  6. When the compilation is complete, designate a student per page to enter the information in a word processing program and print the page.
  7. Compile the pages into a booklet to be distributed to each student as a reference.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.08 Construct agreement between subjects and verbs in all types of sentence structures and lengths.
- MATERIALS:** Pretest on Subject-Verb Agreement, and Subject-Verb Worksheet
- PROCEDURE:**
1. Administer the pretest.
  2. Provide the answers allowing the students to correct their own work.
  3. Review the rules regarding subject verb agreement, noting them on the board. Ask the students to provide examples and write one on the board.
    1. *If the subject is singular, the verb must be singular.*  
Thanksgiving is my favorite holiday
    2. *If the subject is plural, the verb must be plural.*  
Pumpkin pies make my mouth water.
    3. *A compound subject joined by and is plural and requires a plural verb.*  
A turkey and a pilgrim hat are symbols of Thanksgiving.
    4. *Singular compound subjects joined by or or nor require a singular verb.*  
A basket or bowl of fruit makes a nice Thanksgiving decoration.
    5. *A singular and a plural subject joined by or or nor require a verb agreeing with the closest subject.*  
Neither the apple pies nor the cranberry sauce has to be made at the last minute.  
Neither the cranberry sauce nor the apple pies have to be made at the last minute.
  4. With the examples on the board, provide time for the students to complete the Subject-Verb Agreement Worksheet and compare the answers offering assistance if there are disagreements.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **PRETEST ON SUBJECT-VERB AGREEMENT**

**Directions:** Underline the correct verb in each of the following sentences.

1. Neither digging nor watering (is/are) optional if you are a gardener.
2. Beautiful flowers and delicious food (reward/rewards) you for all your work.
3. Roses (grow, grows) well as long as they (receive/receives) plenty of sun.
4. Deer often (come/comes) at night and (feed/feeds) on young plants.
5. Moth balls or deer repellent (keep/keeps) deer away.
6. An electric deer fence (is/are) the best protection for a garden in the country.
7. Roses and garlic (thrive/thrives) when planted together.
8. Insects and weeds (torments/torment) serious gardeners.
9. Your climate and soil conditions (determines/determine) what will grow well.
10. Do you think gardening or cooking (are/is) the best pastime?

**ANSWER KEY:**

**PRETEST ON SUBJECT-VERB AGREEMENT**

**Directions:** Underline the correct verb in each of the following sentences.

1. Neither digging nor watering (is/are) optional if you are a gardener.
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9. Your climate and soil conditions (determines/determine) what will grow well.
10. Do you think gardening or cooking (are/is) the best pastime?

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **SUBJECT-VERB AGREEMENT**

**Directions:** Decide if the following sentences are correct in their subject-verb use. If the sentence is correct, mark **C** in the margin. If it is not correct, rewrite the sentence and make changes to bring the subject and verb into agreement.

1. Neither drinking nor sleeping mixes with driving.
2. Some experts view being sleepy behind the wheel like being intoxicated.
3. Driving at night or driving when you're tired increase the likelihood of an accident.
4. There is some common danger signs that you are about to fall asleep while driving.
5. Yawning, nodding, and seeing double is three signs of fatigue.
6. Drifting off the road and then jerking the car back into the lane also means you are in danger.
7. If you drink, staying overnight or getting a ride home is a good choice.
8. Drinking and driving is against the law in all states.

**ANSWER KEY:**

## **SUBJECT-VERB AGREEMENT**

**Directions:** Decide if the following sentences are correct in their subject-verb use. If the sentence is correct, mark **C** in the margin. If it is not correct, rewrite the sentence and make changes to bring the subject and verb into agreement.

1. Neither drinking nor sleeping mixes with driving.

**C**

2. Some experts view being sleepy behind the wheel like being intoxicated.

**C**

3. Driving at night or driving when you're tired increase the likelihood of an accident.

Driving at night or driving when you're tired increases the likelihood of an accident.

4. There is some common danger signs that you are about to fall asleep while driving.

There are some common signs that you are about to fall asleep while driving

5. Yawning, nodding, and seeing double is three signs of fatigue.

Yawning, nodding, and seeing double are three signs of fatigue.

6. Drifting off the road and then jerking the car back into the lane also means you are in danger.

Drifting off the road and then jerking the car back into the lane means you are in danger.

7. If you drink, staying overnight or getting a ride home is a good choice.

**C**

8. Drinking and driving is against the law in all states.

**C**

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.09 Consistently use the correct forms of irregular verbs
- MATERIALS:** Prepared papers, pencils, and Irregular Verb List
- PROCEDURE:**
1. Prepare a number of papers to coincide with the number of students in the class. At the top of each paper, write one irregular verb in present tense, such as read, fly, see, swim, etc.
  2. Distribute the papers, one per student. It may be best for students to sit in a circle for this activity.
  3. Direct each student to write a short sentence using the word at the top of the page.
  4. Have each student pass his paper to another student. Now direct that student to write another sentence using the same verb in its past tense.
  5. Again, have the students pass their paper to a third student. Direct those students to write another sentence using that verb along with a helping verb such as has or had.
  6. Pass the papers for a final time. Have the students read aloud the three sentences on the paper they hold. Ask for a show of hands of all who agree the sentences are correct.
  7. If any sentence is questioned for accuracy, have it written on the board and analyzed for correctness.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.10 Correctly apply the singular and plural forms of nouns.
- MATERIALS:** Make It More Than One Worksheet, board, and dictionaries
- PROCEDURE:**
1. Review the standard form of pluralizing a noun—the addition of “s”. Ask the students to give four or five examples, and write both singular and plural form on the board.
  2. Remind the students that there are exceptions to the rule. Give the example of *man* and *men*. Ask the students to supply other examples in both forms. Explain that most of the variations came about because the English language is rather new and came to be by the adaptation of many languages—Latin, Germanic, Celt, and Norse. (The PBS film series, [The History of the English Language](#) is a gold mine of information and is entertaining as well.)
  3. Ask what a person might do if uncertain of the plural spelling of a word. (Use a dictionary, ask someone, spellcheck on the computer, fake it.)
  4. Provide the students with the Make It More Than One Worksheet. Allow time to complete it individually. Allow the use of dictionaries.
  5. Group sets of four students to share their results by reading their sentences to one another.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **MAKE IT MORE THAN ONE**

**Directions:** Write two sentences for each item, using the *singular* form in the first sentence and the *plural* form in the second sentence.

1. child
  
2. women
  
3. people
  
4. sheep
  
5. nation
  
6. deer
  
7. datum
  
8. analysis
  
9. alumni
  
10. flock

**ANSWER KEY:     **VARIOUS ANSWERS - Examples Included.****

## **MAKE IT MORE THAN ONE**

**Directions:** Write two sentences for each item, using the *singular* form in the first sentence and the *plural* form in the second sentence.

1. child

My child is a genius!

Her three children have grown since last year.

2. women

3. people

This person is the one I saw at the supermarket.

The people who live here enjoy skiing.

4. sheep

5. nation

Our nation values freedom and independence.

The nations of the world must work together.

6. deer

7. datum

There was a miscalculation in this datum on line 2.

She analyzed the data to come to this conclusion.

8. analysis

9. alumni

She is an alumnus of Harvard University.

A group of FSU alumni went to the game together.

10. flock

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.11 Correctly use the nominative and objective cases of pronouns, e.g., she/her.
- MATERIALS:** Board, ball, scrap paper, and Subject and Object Pronouns Worksheet
- PROCEDURE:**
1. Throw the ball to a student of your same sex across the room. Ask each student to write one sentence on scrap paper describing what happened. Have students read aloud the various sentences. Write on the board:  
**The teacher (or your name) threw the ball to Thomas.**
  2. Ask the class to help you rewrite the sentence using pronouns.  
He threw it to him.
  3. Let the students discuss why in one instance we use *he* and in the other we use *him*. Lead them to the conclusion that there are different forms of pronouns called nominative pronouns (for the subject of a sentence who performs the verb) and objective pronouns (for the receiver of an action).
  4. Help the students make a list of pronouns that can be used as subjects. Write the list down the left margin of a piece of newsprint that has a line drawn vertically down the center (I, you, he, she, it, we, they).
  5. Let the students verbally create several sentences using those pronouns as subjects. Write the rule under the list: **Nominative pronouns are used in the subject of a sentence.**
  6. Supply the students with the stem of a sentence that will now require the objective form of each pronoun.  
  
**The letter was addressed to \_\_\_\_\_.**  
  
Ask a student to enter the objective form onto the right side of the newsprint chart (me, you, him, her, it, us, them).
  7. Point out that the objective form has been used after either a verb or a preposition. Add the rule under the right hand list: **Objective pronouns are used after a verb or a preposition.**

*Continued*

8. Circle these words on the chart: **I, me.**
9. Point out that, as a matter of convention and etiquette, when using these pronouns referring to one's self with other nouns or pronouns, we put ourselves last.  
Give a couple of examples:  
    Charlie and I are great friends.  
    My children enjoy fooling their mother and me.
10. Distribute the Subject and Object Pronouns Worksheet, and allow time to complete it. Direct the students to compare their results with that of another student's before turning in their paper.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **SUBJECT AND OBJECT PRONOUNS**

**Directions:** Underline the correct pronouns in each sentence.

1. Corky and (I, me) helped repair the car.
2. That car belongs to (he, him).
3. The mechanic asked (us, we) about buying a new muffler for the car.
4. When (I, me) drove the car to the corner, (it, them) stopped dead.
5. (We, us) plan to sell the car at a garage sale.
6. (She, Her) and (I, me) are going to the movies.
7. (I, me) went with (she, her) and her brother last Thursday also.
8. Next week (they, them) plan to see a play.
9. (They, them) brought the program to (me, I).
10. Would you like to go to the play with (us, we)?
11. (They, them) are going to buy dessert after the play.
12. Please let (her, she) know if you want to come along.
13. I am going to talk to (they, them) to find out what the play is about.
14. Brian offered to buy the tickets for Susan and (I, me).
15. Either Susan or (I, me) would be happy to help you with the cost.

**ANSWER KEY:**

## **SUBJECT AND OBJECT PRONOUNS**

**Directions:** Underline the correct pronouns in each sentence.

1. Corky and (I, me) helped repair the car.
2. That car belongs to (he, him).
3. The mechanic asked (us, we) about buying a new muffler for the car.
4. When (I, me) drove the car to the corner, (it, them) stopped dead.
5. (We, us) plan to sell the car at a garage sale.
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7. (I, me) went with (she, her) and her brother last Thursday also.
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13. I am going to talk to (they, them) to find out what the play is about.
14. Brian offered to buy the tickets for Susan and (I, me).
15. Either Susan or (I, me) would be happy to help you with the cost.

**LEVEL:** 6.0-8.9

**STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs

**BENCHMARK:** 25.12 Writing a variety of sentence types.

**MATERIALS:** Index cards, writing paper, and board

- PROCEDURE:**
1. Play “Pick a Topic”. Give each student a blank index card, and direct him or her to write on the card one topic (thing or idea) that he or she would like to write about. Place all of the cards together and shuffle them. Place them face down in a stack on a desk. On an additional four cards write each of the four sentence types.
  2. Review the four types of sentences and their ending punctuation:
    - Declarative — period
    - Interrogative — question mark
    - Imperative — period
    - Exclamatory — exclamation point
  3. Take the top card from the deck and write the topic on the board.
  4. Spread the four sentence type cards face down and ask a student to pick one and read the sentence type.
  5. Direct the students to write one sentence of the chosen type about the subject on the board.
  6. Repeat the process, having different students choose from the spread of sentence type cards while you turn over the topics from the deck.
  7. Gather all the completed sentences. Read selected ones aloud asking the students to identify the sentence type and ending punctuation.

- LEVEL:** 6.0-8.9
- STANDARD:** 25.0 Compose structurally and grammatically correct sentences and paragraphs
- BENCHMARK:** 25.13 Identify passive voice; e.g., Passive=The man was bitten by the dog;  
Active = The dog bit the man.
- MATERIALS:** The Board and the Active and Passive Verbs Worksheet.
- PROCEDURE:**
1. Explain to the students that a verb is active if the subject(s) is doing the action of the verb. Use the following sentence as an example: *Kurstin drew a cartoon on her paper.* Ask: *What is the subject of this sentence?* The students' response will be *Kurstin.* Ask: *What did Kurstin do?* The students' response will be *drew.* Say: *Kurstin – the subject – did the “drawing.”*
  2. Explain that a verb is passive if something happens to the subject or is the receiver of the action of the verb. Use the following sentence as an example: *The cartoon on the paper was drawn by Kurstin.* Use the same technique as in number one. Ask: *What is the subject of the sentence?* The students' response will be *The cartoon.* Ask: *What did the subject do?* The students may or may not have a response. Say: *The subject – the cartoon – did not do anything. Kurstin – the object of the preposition “by” did the drawing.* Explain: *The word “by” is often an indicator of passive voice.*
  3. Write the verb “baked” on the board. Ask a student to come to the board and make a sentence using “baked.” Tell the student the sentence he or she chooses to write may be active or passive, but the student must tell the class which one it is.
  4. Have another student come to the board and write a sentence using the verb “baked,” but it must be written in the opposite voice of the sentence written by the first student.
  5. Distribute the Active and Passive Verbs Worksheet. Have the students complete these individually. Check the worksheets as a whole class project.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Active and Passive Verbs

Decide whether the underlined verb in each sentence is active or passive.  
Circle the correct answer.

1. We brought our lunch because the prices were too high in the cafeteria.  
(active, passive)
2. Mr. Chandler drove the van on the field trip.  
(active, passive)
3. Natalie's glasses were found in the learning center.  
(active, passive)
4. All of the baby's clothes were washed on Monday.  
(active, passive)
5. Juan lost his coat.  
(active, passive)
6. A bee flew into the kitchen.  
(active, passive)
7. The tall pine tree was struck by lightning.  
(active, passive)
8. The song was performed by Tracy Chapman.  
(active, passive)
9. Siegfried was bitten by a tiger.  
(active, passive)
10. We played the CD over and over.  
(active, passive)

**ANSWER KEY:**

## Active and Passive Verbs

Decide whether the underlined verb in each sentence is active or passive.  
Circle the correct answer.

1. We brought our lunch because the prices were too high in the cafeteria.  
(active, passive)
2. Mr. Chandler drove the van on the field trip.  
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3. Natalie's glasses were found in the learning center.  
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4. All of the baby's clothes were washed on Monday.  
(active, passive)
5. Juan lost his coat.  
(active, passive)
6. A bee flew into the kitchen.  
(active, passive)
7. The tall pine tree was struck by lightning.  
(active, passive)
8. The song was performed by Tracy Chapman.  
(active, passive)
9. Siegfried was bitten by a tiger.  
(active, passive)
10. We played the CD over and over.  
(active, passive)

- LEVEL:** 6.0-8.9
- STANDARD:** 26.0 Demonstrate an understanding of the functions of the parts of speech
- BENCHMARK:** 26.01 Identify all parts of speech; including nouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives or adverbs; such as infinitives, participles, and gerunds).
- MATERIALS:** Pictures of rare animals whose names the students probably will not know, and Identifying Strange Verbal Animals Worksheet.
- PROCEDURE:**
1. Prepare a poster board as follows:  
**INFINITIVES**  
**PARTICIPLES**  
**GERUNDS**
  2. Post pictures of exotic animals on the wall or board prior to class. Make a game of identifying them as out of the ordinary.
  3. With your students, identify the familiar parts of speech and have the students give examples.

Noun	pencil
Pronoun	he
Verb	walk
Adjective	pretty
Adverb	carefully
Preposition	in
Conjunction	and
Interjection	Wow
  4. Assure the students that this covers most words. However, advise them that under the designation of verb, there are some very exotic animals called infinitives, participles, and gerunds. Display the poster from Step One.
  5. Provide examples of infinitives:  
To run  
To graduate  
To fly  
Ask the students how they might identify an infinitive (a verb in its simple form preceded by *to*). Write that definition on the chart.

*Continued*

6. Ask the students to create a sentence using “to run.” Write the sentence on the board. (Example: I want to run to the store.) Ask the students to identify the verb (want) and point out that the speaker wants something. When they understand that “to run” is the thing the speaker wants, help them draw the conclusion that an infinitive is a verb that sometimes acts like a noun. Add that to the definition on the chart. An infinitive can also function as an adjective or an adverb.
  
7. Provide examples of participles:
  - Running water
  - Fallen star
  - Sleeping student
 Identify the participles by underlining them and ask the students what they perceive as an indicator of a participle (a form of a verb). Write that under the word participle on the chart.
  
8. Ask the students to identify the part of speech of the words *water, star, and student*. Point out that *running, fallen, and sleeping* describe those nouns. Lead the students to conclude that a participle is a verbal that acts as an adjective. Add that to the definition on the chart.
  
9. Provide examples of gerunds:
  - Winning is a great feeling.
  - Bleeding can make you very weak.
  - Concentrating is difficult in a noisy room.
 Identify the underlined words as gerunds, and ask the students what they perceive as an indicator of a gerund (a verb with an *-ing* ending). Write that as part of the definition on the chart. Note that same factor in a participle. Ask the students what they think the difference might be. Lead them to conclude that the gerund functions as a noun, adding that point to the poster definition.
  
10. Divide the students into groups of three. Present each group with a worksheet and allow them cooperatively to identify the parts of speech of the underlined words.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Identifying Strange Verbal Animals

**Reminders:** *An infinitive is a verb preceded by “to” that sometimes serves as a noun.*  
*A participle is a verb form that serves as an adjective.*  
*A gerund is a verb ending in “ing” that serves as a noun.*

**Directions:** Find and underline the infinitives in the following sentences:

1. I refuse to tell a lie.
2. Even though I am grown, I still don't know how to swim.
3. It is impossible to tell whether or not she dyes her hair.
4. She began to talk while pointing to the chart on the wall.
5. To be or not to be, that is the question.

**Directions:** Find and underline the participles in the following sentences.

1. The moving van will pick up our used furniture.
2. Tim spoke to the excited children about their field trip.
3. The aging truck had come a long way.
4. A close inspection revealed the hidden bottle.
5. The aged cheese was delicious.

**Directions:** Find and underline the gerunds in the following sentences.

1. Walking is a great form of exercise.
2. I like to walk and listen to the sweet singing of the birds.
3. Listening to my Walkman with headphones makes the time fly.
4. Swimming is fun.
5. Traveling in the springtime would be best.

**ANSWER KEY:**

## Identifying Strange Verbal Animals

**Reminders:** An *infinitive* is a verb preceded by “to” that sometimes serves as a noun.  
A *participle* is a verb form that serves as an adjective.  
A *gerund* is a verb ending in “ing” that serves as a noun.

**Directions:** Find and underline the infinitives in the following sentences:

1. I refuse to tell a lie.
2. Even though I am grown, I still don't know how to swim.
3. It is impossible to tell whether or not she dyes her hair.
4. She began to talk while pointing to the chart on the wall.
5. To be or not to be, that is the question.

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**Directions:** Find and underline the gerunds in the following sentences.

1. Walking is a great form of exercise.
2. I like to walk and listen to the sweet singing of the birds.
3. Listening to my Walkman with headphones makes the time fly.
4. Swimming is fun.
5. Traveling in the springtime would be best.

- LEVEL:** 6.0-8.9
- STANDARD:** 26.0 Demonstrate an understanding of the functions of the parts of speech
- BENCHMARK:** 26.02 Identify how parts of speech work in a particular sentence, e.g., noun used as an object instead of a subject.
- MATERIALS:** The words of several sentences written on tagboard, tape, The Work of Words Worksheet.
- PROCEDURE:**
1. Review the concept of subject as the part of the sentence that performs and the predicate as the action or condition that occurs.
  2. Tape the words of the following sentence on the board, leaving a small space between each word:  
**Two dozen students traveled across the country together.**
  3. Inform the student that you wish to draw a line between the complete subject and complete predicate of this sentence. Allow them to discuss among themselves where that mark should go.
  4. Once the complete subject has been separated from the complete predicate, direct the students to tell you which words can be removed from the sentence without changing its basic meaning. As they give you the words, remove them from the board. When only *students* remains in the subject, identify that as the simple subject. When only *traveled* remains in the predicate, identify that as the simple predicate.
  5. Repeat Steps 2, 3, and 4 with several other sentences.
  6. Distribute the Work of Words Worksheet. Have the students complete the worksheet individually. Check the worksheet as a whole class activity.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **THE WORK OF WORDS**

**Directions:** Words in sentences serve certain functions. In the following sentence, identify the function of the word that is the simple subject by marking an **S** above it, and the simple predicate (verb) by marking a **P** above it and the object by marking an **O** above it.

**Hint: Not every sentence has an object.** Only when the predicate is an action verb will there be an object. Words like *is, are, was, were, think, and feel* do not have objects.

1. We planned a vacation for next month.
2. Carol makes the best chocolate cake.
3. I expect about forty people.
4. Can you bring the potato salad?
5. Fried chicken is everyone's favorite.
6. The entertainment will begin at sundown.
7. We will use the beachhouse to change into our swimsuits.
8. Seven people said that they would bring their coolers.
9. Who will serve on the cleanup committee?
10. We will schedule a picnic next month.



- LEVEL:** 6.0-8.9
- STANDARD:** 26.0 Demonstrate an understanding of the functions of the parts of speech
- BENCHMARK:** 26.03 Identify parts of the sentence; including, a complete and simple subject and a complete and simple predicate.
- MATERIALS:** The Board and the Finding Subjects and Predicates Worksheet
- PROCEDURE:**
1. Explain the following to the class: Every sentence has two parts: the subject and the predicate. The subject tells who or what does the action in a sentence and is usually a noun or a pronoun. The noun or pronoun and all the words that describe it are called the complete subject. Put the following examples on the board: *The red apple / fell off of the tree. She / picked up the apple.* Ask: *Who or what did the action?*
  2. Use the sentences in number one to explain “complete predicate.” The complete predicate tells either what the subject did or something about the subject. It will always include a verb.
  3. Again, using the same sentences, explain that the simple subject is the main noun or pronoun **within** the complete subject. Circle the simple subjects in the two sentences.
  4. Continuing with these sentences, explain that the verb or verb phrase **within** the complete predicate is called the simple predicate.
  5. Give the students the Finding Subjects and Predicates Worksheet, and have them work in pairs. Give one worksheet per pair in order to insure communication between the two.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **FINDING SUBJECTS AND PREDICATES**

**Directions:** In each sentence, underline the subject once and the predicate twice.

1. Caroline bought four Cokes and two bottles of water.
2. Jarrell took Shanna to the mall.
3. The new red Mustang GT has a V8 engine..
4. He threw the ball to Kareem.
5. Kristy used helium to blow up the balloon.

**ANSWER KEY:**

## **FINDING SUBJECTS AND PREDICATES**

**Directions:** In each sentence, underline the subject once and the predicate twice.

1. Caroline bought four Cokes and two bottles of water.
2. Jarrell took Shanna to the mall.
3. The new red Mustang GT has a V8 engine..
4. He threw the ball to Kareem.
5. Kristy used helium to blow up the balloon.

- LEVEL:** 6.0-8.9
- STANDARD:** 26.0 Demonstrate an understanding of the functions of the parts of speech
- BENCHMARK:** 26.04 Explore how the parts of a sentence create meaning in a sentence, e.g., phrases used as adverbs and subordination of independent clauses.
- MATERIALS:** Invitation handout, board, and Adjective and Adverb Phrases Worksheet.
- PROCEDURE:**
1. Prepare a handout in the form of an invitation. If you can make this a real event, so much the better.
  2. Review the function of an adjective: to modify a noun.
  3. Review the definition of a preposition as a word used with a noun or pronoun to form a phrase. Give examples: in, for, with, at, after.
  4. Advise your students that a prepositional phrase can serve as an adjective to describe a noun or pronoun and usually answers the questions  
**Which one?** The bird in the tree  
**What kind?** The bird with the red wings
  5. Pass out the invitations.  
*Come to a party on the patio!*  
*Pizza with cheese*  
*Soda with ice*  
All students in this class can enjoy this party...  
*How—by showing up*  
*Where—on the patio of the school*  
*When—after class on Thursday*  
*Why—to get to know one another.*
  6. Ask the students to find prepositional phrases functioning as adjective phrases on the invitation. Write each prepositional phrase that functions as adjective phrases on the board underlining the preposition. Then find the noun it modifies and write that on the board in front of the phrase.  
*Party on the patio*  
*Pizza with cheese*  
*Soda with ice*  
*Patio of the school*  
*Students in this class*

Continued

7. If the students select other prepositional phrases (the adverb phrases), they will discover that there is no noun for them to modify. Just write those phrases in another section of the board and refer to them in Step 8.
8. Explain to the students that there is one other kind of prepositional phrase called an adverb phrase. This phrase also starts with a preposition, but it modifies a verb, an adjective, or adverb. It usually answers the questions how, when, where, or why. Ask the students to find examples of adverb phrases on the invitation.  
*How—by showing up*  
*When—after class & on Thursday*  
*Where—on the patio*  
*Why—to get to know one another*
9. Distribute the Adjective and Adverb Phrases Worksheet. Reinforce the questions answered by adjective phrases and adverb phrases. Have the students complete the worksheet individually. Then form groups of 3 students to discuss their answers and any problems or questions that arose.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# ADJECTIVE AND ADVERB PHRASES

**Reminder:**

**Adjective phrases answer**

Which one?  
What kind?

**Adverb phrases answer**

How?  
Where?  
When?  
Why?

**Directions:** Underline each prepositional phrase. Then underline adj.p. for adjective phrase or adv.p. for adverb phrase. The first one is done for you.

1. They went to the office supply store. (adj.p, adv.p)
2. The first savings bank was established in France. (adj.p, adv.p)
3. The safety glasses with the broken strap are mine. (adj.p, adv.p)
4. Return all books to the public library. (adj.p, adv.p)
5. Mr. and Ms. Smith live in an old house. (adj.p, adv.p)
6. Those cans in the trash are recyclable. (adj.p, adv.p)
7. I spent the remainder of my money. (adj.p, adv.p)
8. We disagreed over the manager's instructions. (adj.p, adv.p)
9. The capital of New York is Albany. (adj.p, adv.p)
10. Our family went to the movies. (adj.p, adv.p)
11. The floor in this room is painted black. (adj.p, adv.p)
12. The dead leaves are blowing across the yard. (adj.p, adv.p)
13. The blueprints for the new office are displayed in the hall. (adj.p, adv.p) (adj.p, adv.p)
14. The mole's tunnel runs across the lawn. (adj.p, adv.p)
15. I'm not leaving for home until dark. (adj.p, adv.p) (adj.p, adv.p)

**ANSWER KEY:****ADJECTIVE AND ADVERB PHRASES****Reminder:****Adjective phrases answer**

Which one?  
What kind?

**Adverb phrases answer**

How?  
Where?  
When?  
Why?

**Directions:** Underline each prepositional phrase. Then underline adj.p. for adjective phrase or adv.p. for adverb phrase. The first one is done for you.

1. They went to the office supply store. (adj.p, adv.p)
2. The first savings bank was established in France. (adj.p, adv.p)
3. The safety glasses with the broken strap are mine. (adj.p, adv.p)
4. Return all books to the public library. (adj.p, adv.p)
5. Mr. and Ms. Smith live in an old house. (adj.p, adv.p)
6. Those cans in the trash are recyclable. (adj.p, adv.p)
7. I spent the remainder of my money. (adj.p, adv.p)
8. We disagreed over the manager's instructions. (adj.p, adv.p)
9. The capital of New York is Albany. (adj.p, adv.p)
10. Our family went to the movies. (adj.p, adv.p)
11. The floor in this room is painted black. (adj.p, adv.p)
12. The dead leaves are blowing across the yard. (adj.p, adv.p)
13. The blueprints for the new office are displayed in the hall. (adj.p, adv.p) (adj.p, adv.p)
14. The mole's tunnel runs across the lawn. (adj.p, adv.p)
15. I'm not leaving for home until dark. (adj.p, adv.p) (adj.p, adv.p)

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.01 Brainstorm ideas in writing.
- MATERIALS:** Board and timer
- PROCEDURE:**
1. Ask the students what they find the hardest about writing a paragraph or an essay. (Answers will vary but will be along the theme, “I can’t think of what to write; I can’t get started.) Explain that you would like to help them with that by practicing freewriting, a pre-writing strategy.
  2. Set out the rules:
    - a. You will set a timer for 30 seconds.
    - b. They will begin writing when you say “start.”
    - c. They will write the entire time.
    - d. They will stop writing when the timer buzzes.
    - e. You will not read their work.
    - f. Spelling doesn’t count.
    - g. They can write anything they think of.
    - h. Writing does not have to be in complete sentences or even make sense.
    - i. They can write the same thing over and over if they can’t think of something else.
  3. Write a topic word on the board—something simple like **SHOES**.
  4. Set the timer and run the exercise.
  5. Ask the students to count how many words they wrote and call out the number. Write down each student’s count. Explain that if they write 10 words in 30 seconds, that means in the 45 minutes allotted for the GED essay they could write 10 times 45 times 2 or 900 words—a lot more than is required.
  6. Repeat the exercise several times lengthening the writing time to 1 minute, then two.
  7. Introduce an essay topic for the week; such as,  
What are the advantages and disadvantages of belonging to a large family?

*Continued*

8. Give the students five minutes to brainstorm in writing.
9. Ask the students to read to themselves what they have written and circle all ideas that they wrote that they really like, and then use those ideas to build their essays. Remind them to use correct grammar and punctuation. Also be sure to give an appropriate due date for the essay.

**Teaching Tip:** Use the same lesson to teach other forms of pre-writing; such as, brainstorming (listing ideas), cluster mapping, or outlining. Note that different students prefer different methods of pre-writing.

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.02 Organize information before writing.
- MATERIALS:** Newsprint and an Essay planning sheet with topic on it.
- PROCEDURE:**
1. Introduce the following essay topic printed on a sheet of paper to be used for planning:  
**Everyone, from time to time, either experiences or witnesses conflict—when two persons, two groups, or two forces strike out against one another. Describe a particular conflict that you know something about.**
  2. Station one student at a sheet of newsprint. With a marker have him or her write **A CONFLICT** at the top of the sheet.
  3. Ask the students to give suggestions as to what they would want to know about the conflict. As they offer ideas, have the student enter them on the chart. Eventually, you should have a list that provides the following information:
    - a. the reason for the conflict
    - b. who is or was involved
    - c. how the conflict appeared to others
    - d. what the feelings were
    - e. which solutions were tried
    - f. which solutions worked—if any
  4. Explain, that in order to write an essay, you not only need ideas, but also you need to organize those ideas and that, for this essay, you will help them organize their ideas.
  5. Direct the students to take a few minutes to decide what conflict they will write about and to briefly describe that conflict at the top of the planning paper. You might give them an example: “My husband and I argue about the time he spends watching football.”
  6. Refer them to the chart the class made together, direct them to choose at least three or four of those points that they wish to include in their essays, and to list them on their planning sheet in the order they will put them in the essays.
  7. When a student completes his or her plan, take a look at it and offer your suggestions or approval.
  8. Each student then completes the essay either in class or for a later due date.

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.03 Draft and revise all types of writing so that it, is focused and purposeful; conveys a sense of completeness and is focused on a central idea; has an organizational pattern that provides for a logical progression of ideas and includes a beginning, middle, and ending; demonstrates continuity of purpose, style, voice, and tense.
- MATERIALS:** Sample letters of complaint—real or teacher generated, and the board
- PROCEDURE:**
1. Read to the class several complaint letters. Have the students verbally critique the style and effectiveness of each letter.
  2. Discuss the reasons why a person would make a complaint (poor service or poor quality of product) and what purpose the complaint might serve (to make a supervisor aware, to improve quality, or to change a policy).
  3. Ask the students to offer suggestions on something the students might want to write a letter of complaint about, such as, a parking situation or poor cell phone service. Through discussion, arrive at one topic all can relate to, and write a concise version of the complaint on the board.
  4. Have the students decide to whom the complaint should be directed and what points should be made. Use the parking situation example to illustrate benchmark. Display the definitions of the parts of a complaint letter:
    - Heading-writer's address and date
    - Inside address-recipient's address
    - Salutation-Dear Director or To Whom It May Concern
    - Introduction-Reason for complaint
    - Request and Justification-Measures that the writer desires to be taken to fix the problem
    - Closing-Sincerely and signature
    - Enclosure-List of the copies of sales receipt and/or credit card statement
  5. Have each student draft his or her version of the letter of complaint.
  6. In groups of three, have the students critique each other's letters.
  7. Students edit and revise their letters and mail them, if appropriate.

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.04 Edit writing to produce final documents that are grammatically correct.
- MATERIALS:** Computer, dictionaries, and student generated essay drafts.
- PROCEDURE:**
1. Instruct students to choose a piece of their writing that has not been edited.
  2. Pair students and explain what to look for when editing a paper:
    - a. Spelling mistakes
    - b. Grammar mistakes-subject/verb agreement and noun/pronoun agreement
    - c. Capitalization and Punctuation mistakes
  3. Have students switch papers in order to read and annotate each other's essay as follows:
    - a. In the margin of a line containing an error, mark the line number. (Note: Do not use red pen or pencil for this; you are helping, not criticizing or grading.)
    - b. At the end of the essay, list the line numbers with errors annotating each one with the type of problem.  
Line 3 - misspelled word  
Lines 18-20 – This sentence is confusing to me.
    - c. Also annotate particularly good points in the essay.  
Line 4, Page 2 – I really like your sense of humor here.
  4. For correction, return the drafts to the students who wrote them. Possible correction methods can be:
    - a. Entering text in a computer and running the spell check function.
    - b. Looking up words in the dictionary.
    - c. Asking a fellow student or someone at home to assist.
    - d. Consulting with you, as the teacher, for personal direction.

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.05 Understand the difference between plagiarism and student-generated text.
- MATERIALS:** Pre-GED Social Studies text, board, and Paraphrasing Practice Worksheet
- PROCEDURE:**
1. Direct the students to choose any paragraph out of the Pre-GED Social Studies Text and copy it word for word on a piece of paper.
  2. Ask them to discuss if it would be fair to turn this paragraph in as one they had written. Discuss why or why not.
  3. Then direct the students to write in their own words what this paragraph in the text said.
  4. Raise the same questions as in Step 2.
  5. Write on the board the words:  
**PLAGIARISM**  
**PARAPHRASING**
  6. Explain that plagiarism is stealing the work of another and presenting it as one's own work. Ask them which of the two incidences would be considered plagiarism. Point out that stealing another's work is a crime whether that work is a cabinet someone built or an essay someone wrote. In each case, the thief would be subject to legal penalties.
  7. Direct them to consider the second version they wrote. Define paraphrasing as "like writing". In other words, writing the same information but putting it in one's own words. Because that takes personal effort and *understanding*, it is not stealing someone's work.
  8. Address the issue of paraphrasing someone's work, but copying a small part of the original work word for word. Let the students debate whether or not this is acceptable.
  9. Advise the students that, if they choose to lift some information word for word, it must be enclosed in quotation marks and credit must be given to the original writer. Point out that if more than a small amount is quoted, the law requires that you obtain the permission of the author or publisher of the work.
  10. Ask the students to decide if it is better to copy another's work or to paraphrase it. Provide them with a worksheet to practice paraphrasing.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **PARAPHRASING PRACTICE**

**Directions:** Practice paraphrasing by writing the following sentences in your own words.

1. One of the biggest mistakes people make on a job interview is acting as if they need the job rather than acting as if the company could use them.
2. Dressing appropriately for an interview will make you feel confident when you speak.
3. Sending a thank-you right after an interview shows proper manners and good job-search sense.
4. Much of your success in the business world will depend on the image that you project through the way you look and speak.

**Bonus question:** Why should you not present someone else's written work as your own?

**ANSWER KEY:    VARIOUS ANSWERS    Examples Included**

## **PARAPHRASING PRACTICE**

**Directions:** Practice paraphrasing by writing the following sentences in your own words.

1. One of the biggest mistakes people make on a job interview is acting as if they need the job rather than acting as if the company could use them.

2. Dressing appropriately for an interview will make you feel confident when you speak.

*One way to increase your confidence before an interview is to wear appropriate clothing for the situation.*

3. Sending a thank-you right after an interview shows proper manners and good job-search sense.

*You can show good job-search skills and good manners by sending a note of thanks and appreciation as soon as possible after an interview.*

4. Much of your success in the business world will depend on the image that you project through the way you look and speak.

**Bonus question:** Why should you not present someone else's written work as your own?

- LEVEL:** 6.0-8.9
- STANDARD:** 27.0 Effectively communicate ideas and information through the writing process
- BENCHMARK:** 27.06 Create a bibliography.
- MATERIALS:** A variety of books or pamphlets that contain bibliographies and a collection of current entertainment-oriented magazines, books, and online encyclopedia articles.
- PROCEDURE:**
1. Print the word **BIBLIOGRAPHY** on the board. With student input, define the word from its Latin origins: **biblio** for book and **graph** for writing. Define bibliography then as a list of books.
  2. Distribute the books and pamphlets and help the students locate the bibliographies in each. Ask the students for their ideas about what this listing represents (*The sources that the writer used to create this book or pamphlet.*)
  3. Explain that when a person uses other books or papers to write a report, one must list the sources of the information. Ask the students to give reasons why a writer does this. *To give credit to the original writer and to prove that the information is valid.*) Point out that this will be expected both in college and at work.
  4. Divide the students into groups of three or four. Ask each group to choose a current entertainment figure that they could write a report on. Explain that this will be a draft and not graded for spelling or grammar at this time.
  5. Let each member choose one magazine as a source of information.
  6. Have the students write a brief report on their chosen star using facts they find in the different sources.
  7. While students are writing, post on the board the following model for citing a magazine, encyclopedia, and book:  
Author (last name, first name). "Title of Article." Name of Magazine, Date of Issue, pages (pp. #-#).  
  
Author (last name, first name). "Title of Article." Name of Encyclopedia. Year edition.

*Continued*

Author (last name, first name). Title of Book. City: Publisher, copyright year.

Author (last name, first name). "Title of Webpage." <URL> Date.

8. Have different students supply the information from his magazine, book, or encyclopedia to emulate the model on the board.
9. Direct each group member to make a bibliography list for their group's report following the models on the board.

Listing of Online Encyclopedia websites:

<http://www.encyclopedia.com/>

<http://www.britannica.com/>

<http://encarta.msn.com/>

<http://go.grolier.com/gol>

**LEVEL:** 6.0-8.9

**STANDARD:** 28.0 Write to communicate ideas effectively in a variety of content areas

**BENCHMARK:** 28.01 Write narrative answers to a variety of content area questions.

**MATERIALS:** Board, content area exercise books, and chart.

- PROCEDURE:**
1. Prepare a chart containing each student's name along the left margin.
  2. Choose a passage from a content area book that will be of interest to your students. Read the passage aloud while they follow along.
  3. Give the students time to answer multiple choice questions you have generated in advance.
  4. As they are working on the multiple choice questions, write on the board a question requiring a narrative answer that could be arrived at from the passage. (For example, if the passage is on the War Between the States, you might pose this question: What were two causes of the war between the states?)
  5. Direct the students to write their answer to the question in a complete sentence at the bottom of the page with the multiple choice questions.
  6. Collect the papers and score them with one point per answer. Give two points for the narrative answer—one for correctness of information and one for correctness of sentence construction. Award stars to the left of the student's name for a perfect score.
  7. Repeat this exercise with one passage daily over an extended number of class sessions. For each passage, add a narrative question until the number of narrative questions equals the number of multiple choice questions.

- LEVEL:** 6.0-8.9
- STANDARD:** 28.0 Write to communicate ideas effectively in a variety of content areas
- BENCHMARK:** 28.02 Use the writing process to generate text about social studies, science and/or literature, e.g., reports and critiques.
- MATERIALS:** Assignment board, push pins, assignment cards, scissors, tape, and a copying machine.
- PROCEDURE:**
1. Introduce the weekly (or monthly) classroom report—a newsletter of sorts to which each student contributes one of the items on the assignment board.
  2. Post on the assignment board enough assignments for each member of the class. These could be based on any text being used by the students. Examples are given below:  
*Write two or three paragraphs explaining the water cycle of earth. See information in Pre-GED Science, page 35.*  
  
*Read the poem in Pre-GED Reading, page 47. Explain why you do or do not like this poem.*
  3. Tell each student that he or she must revise and edit his or her own work, or he or she will not receive credit for the assignment.
  4. Collect the written work. Assign two students to trim the assignments and tape them to a master sheet. Copy the master sheet(s) and distribute them to the class. Additional copies could be supplied to the school office or other classes.

**LEVEL:** 6.0-8.9

**STANDARD:** 29.0 Use the computer to enhance personal learning and performance

**BENCHMARK:** 29.01 Create documents using a word processing program.

**MATERIALS:** Questionnaire Worksheet, and a computer with word processing capability

- PROCEDURE:**
1. Provide each student with a copy of the Questionnaire Worksheet.
  2. Go over the questions with the students, making sure they understand what is being asked.
  3. Direct the students to use the computer to answer the questions in paragraph form.
  4. Before submitting the completed document, the students are to spell check the document, re-read it for accuracy, and print it out.
  5. Instruct students to save the Questionnaire Worksheet answers in the My Documents folder using their first and last names as the file names.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Questionnaire

**Directions:** Use a word processing program to answer the following questions in paragraph form.

What is your name, and why did you come to this class?

What do you hope to accomplish in the time you are in this class?

What do you find most difficult about this class?

What do you enjoy most about this class?

Who helps you—in class, at work, or at home—to reach your goals?

What do you expect to be different in your life because of this class?

- LEVEL:** 6.0-8.9
- STANDARD:** 29.0 Use the computer to enhance personal learning and performance
- BENCHMARK:** 29.02 Save documents to a disk.
- MATERIALS:** Computer with completed student-created document, Diskette, and a Diskette Storage Box (with alphabetical divisions if warranted by number of users).
- PROCEDURE:**
1. Provide the student with a diskette and label. Instruct the student to label the diskette with his or her name. Show the student where the disk is to be kept.
  2. Demonstrate to the student the procedure to insert and remove the disk.
  3. Direct the student to insert and remove the disk several times under your supervision, ending with the disk inserted.
  4. Open the word processing program to the student's completed work such as the answers to the Questionnaire from Benchmark 29.01.
  5. Direct the student in each step of the procedure for saving the document including giving the document a name.
    - a. Go to "File Menu"
    - b. Choose "Save As"
    - c. Choose "3 1/2 floppy"
    - d. File name: Questionnaire Worksheet Answers
  6. Direct the student in each step to close the document on the screen and reopen it from the diskette.
  7. Delete the document from the diskette.
  8. Supervise the student in saving the document to disk with no direction.
  9. Repeat Steps 7 and 8 as needed until student is confident.
  10. Inform the student that he or she cannot "hurt" the computer, but if any unusual dialog boxes appear, please ask for help.
  11. For an extension of this activity and if computer facilities and equipment allow, this lesson can be altered for saving files on a CDRW or "burning a CD."

- LEVEL:** 6.0-8.9
- STANDARD:** 29.0 Use the computer to enhance personal learning and performance
- BENCHMARK:** 29.03 Use computer skills for research.
- MATERIALS:** 3x5 cards, file card box, answer file, computers with Internet hookup and or loaded encyclopedia, and a chart with all students' names along left margin.
- PROCEDURE:**
1. Create a set of researchable questions on 3x5 cards. Number each question. Remove or add cards throughout the term. Topics can be historical figures, current events, statistics, or geographical queries. Keep a numbered answer list.
  2. Place the cards in a file card box in the computer area.
  3. Direct each student to take a computer break once during the class period to stretch their legs and their minds. During the break, the student will follow this procedure:
    - a. Select a question card.
    - b. Access the Internet and a search engine or an encyclopedia loaded on the computer.
    - c. Enter the topic in the search engine or the encyclopedia's search function.
    - d. Locate the answer and write the question number, the answer and your name on a piece of paper. Put the paper in the answer file.
  4. At the end of each day, check the answer file and award a star or checkmark after the student's name on the posted chart.
  5. At the end of a designated time period, award a prize or certificate to the student who has accumulated the most stars or checkmarks.

- LEVEL:** 6.0-8.9
- STANDARD:** 29.0 Use the computer to enhance personal learning and performance
- BENCHMARK:** 29.04 Demonstrate keyboarding skills necessary for increased productivity.
- MATERIALS:** Typing Tutor Program such as Mavis Beacon Teaches Typing (Mindscape, Inc.) and 5x7 file cards.
- PROCEDURE:**
1. Allow each student to proceed at his or her own pace through the tutorial to achieve a typing speed of approximately 40 words per minute.
  2. Direct the student to spend at least ten minutes of his or her computer time on the games offered to improve speed, accuracy, and rhythm.
  3. Encourage students to keep a file card record of their highest typing speed of each day, competing with themselves to increase their speed and accuracy.
  4. This is an ongoing and progressive lesson that may vary in length from student to student. But you may want to set a reasonable deadline nevertheless.